



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

33401 N. 56th Street, Cave Creek, AZ 85331

Cave Creek Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Excelling  
2004-05 Excelling  
2003-04 Excelling

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Ms. Ann Orlando  
Schedule : 07:00 AM to 05:00 PM  
Grades : 6-8  
Web Address : [www.ccusd93.org](http://www.ccusd93.org)  
Phone Number : (480) 575-2300  
Fax Number : (480) 488-7059  
E-mail : [aorlando@ccusd93.org](mailto:aorlando@ccusd93.org)

### Mission

Desert Arroyo is a member of Accelerated Schools Plus, a national school improvement model based at UCONN's NHEAG School, a national center for gifted education. Desert Arroyo focuses on gifted-quality instruction for all, reflective instructional practice, and a data-sensitive national model for continuous improvement. A respect-centered climate, character education, community partnerships, and strong family involvement support student achievement goals in this dynamic learning community.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü To extend commitment to gifted quality instruction for all students through clustering, constructivist and reflective practice, differentiation, service learning, student interest-based Academies, academic competitions, and a promotion project pilot.
- ü To take outstanding 2006 DPA reading/writing scores to the next level with data from benchmark testing, a standards-based workshop model, targeted cross-curricular literacy strategies, and program-specific professional development initiatives.
- ü To take outstanding 2006 DPA math scores to the next level with data from benchmark testing, enhanced use of a reform mathematics program (Connected Math Project) based on mathematical thinking and written articulation of deep conceptual understanding.
- ü To extend the advantages of a respect-centered campus culture in advancing academic achievement and personal growth through character education, service learning, bully prevention, diversity awareness, and increased parent and community partnerships.

### Enrollment

October 1, 2005 School Year Student Enrollment : 746  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 61

## Instructional Programs

- ü Powerful Learning (Accelerated Schools)
- ü Workshop Model in Reading and Writing
- ü Reform Mathematics Program (CMP)
- ü Differentiated Learning/Instruction
- ü E-Learning Initiatives
- ü Multiple Gifted Learning Options for all
- ü Technology Integrated Classrooms
- ü Inclusionary Instruction Model

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

## Shared Responsibilities

### School

Desert Arroyo sets high expectations for academic achievement, character development, and informed citizenship. Creating 'raving fan customers' is our standard for communication with parents. Contacts include weekly academic progress reports, student recognition assemblies, multiple opportunities for parent involvement, distribution of policies and handbooks, access to teacher websites and homework hotline, print and electronic newsletters, and a comprehensive crisis plan to ensure safety.

### Parents

Desert Arroyo expects parents to ensure regular attendance; support academic success through the use of electronic weekly progress reports, homework hotline/teacher web sites, and student planners; to maintain communication via print and electronic means, and to stay involved in their child's education through participation in essential classroom activities, active membership in PTO, chaperoning field trips, and through weekly participation in Accelerated Schools' school improvement cadres.

## Transportation Policy

CCUSD provides bus transportation for all students residing more than one-half mile from an elementary campus or more than a mile from a secondary school within the district's 144 square mile area. Special education transportation is also provided.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü 4 National Board Certified Teachers; 2NBPTS Candidates	2002
ü 2 Teachers Nominated for Disney Teacher of the Year	2003
ü State Championship, Future Problem Solvers	2006
ü Competition Cheer Squad: National Grand Champions	2006

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	236	456	79327	98	98	98	538	543	518	7	4	19	11	10	20	61	63	46	21	23	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	116	220	38961	98	98	98	540	544	520	8	5	16	9	10	20	60	61	48	23	24	16
Male	120	236	40295	98	98	97	535	542	516	7	3	21	13	11	19	63	64	44	18	21	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	12	27	32327	92	93	98	460	503	499	58	26	27	25	19	25	17	48	41	NA	7	8
Asian/Pacific Islander	NC	11	1939	NC	92	99	NC	577	556	NC	NA	6	NC	NA	10	NC	64	47	NC	36	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	213	411	36373	99	98	98	541	545	538	5	3	10	10	10	14	64	64	52	22	23	25
Students with Disabilities	18	38	9321	95	86	87	484	495	467	33	21	54	33	26	22	33	53	21	NA	NA	3
Students without Disabilities	218	418	70006	98	99	100	542	547	524	5	3	14	9	9	19	64	64	49	22	25	18
Limited English Proficient Students	NC	NC	9431	NC	NC	95	NC	NC	466	NC	NC	53	NC	NC	27	NC	NC	18	NC	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	NC	37097	NC	NC	97	NC	NC	498	NC	NC	27	NC	NC	25	NC	NC	41	NC	NC	7
Non-Economically Disadvantaged	229	448	42230	98	98	99	540	545	535	6	3	11	10	10	15	63	64	50	21	23	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	238	460	79501	99	99	98	517	522	497	2	2	10	14	12	25	79	79	60	4	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	117	224	39062	99	100	99	523	526	502	1	1	8	13	11	23	81	79	64	5	8	5
Male	121	236	40368	98	98	98	512	518	491	3	2	13	16	13	27	78	80	57	3	6	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	12	28	32389	92	97	98	454	489	478	25	11	16	42	29	34	33	57	48	NA	4	1
Asian/Pacific Islander	NC	12	1936	NC	100	99	NC	527	519	NC	NA	3	NC	8	14	NC	92	73	NC	NA	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	214	413	36446	99	99	99	521	524	516	1	1	4	13	11	15	81	80	73	5	8	7
Students with Disabilities	19	41	9411	100	93	88	474	484	453	11	10	36	47	32	36	42	59	26	NA	NA	1
Students without Disabilities	219	419	70090	99	99	100	521	525	502	1	1	7	11	10	24	83	81	65	5	8	5
Limited English Proficient Students	NC	NC	9401	NC	NC	94	NC	NC	443	NC	NC	40	NC	NC	46	NC	NC	14	NC	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	37183	NC	NC	97	NC	NC	479	NC	NC	16	NC	NC	34	NC	NC	49	NC	NC	1
Non-Economically Disadvantaged	231	453	42318	99	99	99	520	523	513	2	1	5	13	11	17	81	80	70	4	7	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	239	462	80000	99	99	99	587	592	564	1	1	3	6	4	11	69	72	75	23	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	118	225	39288	100	100	99	607	610	579	1	1	2	5	3	6	54	58	77	40	38	16
Male	121	237	40644	98	98	98	568	574	549	2	1	4	7	5	15	84	86	74	7	8	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	12	28	32672	92	97	99	502	536	548	17	7	4	33	18	14	33	68	76	17	7	6
Asian/Pacific Islander	NC	12	1945	NC	100	99	NC	596	592	NC	NA	1	NC	NA	4	NC	67	69	NC	33	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	215	415	36602	100	99	99	592	595	579	0	0	2	5	3	7	71	73	75	23	23	16
Students with Disabilities	17	40	9919	89	91	93	547	552	505	NA	NA	9	29	15	35	65	80	54	6	5	2
Students without Disabilities	222	422	70081	100	100	100	590	595	571	1	1	2	5	3	7	70	72	79	24	24	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	NC	37534	NC	NC	98	NC	NC	547	NC	NC	4	NC	NC	15	NC	NC	76	NC	NC	5
Non-Economically Disadvantaged	232	455	42466	99	99	100	591	593	578	0	0	2	6	4	7	70	73	75	24	23	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	256	458	78546	100	99	97	570	571	543	6	5	15	11	10	18	56	60	52	27	25	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	141	250	38645	99	100	98	569	570	545	4	3	13	13	11	18	57	63	54	26	23	15
Male	115	208	39792	100	98	97	571	573	542	9	6	17	8	9	17	55	57	50	29	28	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	23	32	31177	96	97	97	521	528	524	22	16	22	35	28	23	39	53	48	4	3	7
Asian/Pacific Islander	NC	11	1940	NC	100	99	NC	603	580	NC	NA	5	NC	NA	9	NC	45	53	NC	55	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	222	405	36450	100	99	97	575	575	563	5	3	7	8	8	12	59	62	57	29	27	23
Students with Disabilities	24	42	8093	100	91	82	517	526	489	33	29	50	29	31	24	29	26	23	8	14	2
Students without Disabilities	232	416	70453	100	100	100	575	576	549	3	2	11	9	8	17	59	64	56	29	26	16
Limited English Proficient Students	NC	NC	9323	NC	NC	94	NC	NC	491	NC	NC	47	NC	NC	28	NC	NC	24	NC	NC	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	NC	10	34694	NC	91	96	NC	NA	524	NC	NA	23	NC	NA	23	NC	NA	48	NC	NA	7
Non-Economically Disadvantaged	250	448	43852	100	99	99	572	573	559	5	4	10	10	10	13	57	61	56	28	26	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	257	464	79045	100	100	98	538	540	512	4	2	10	12	11	25	72	73	58	13	13	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	141	250	38860	99	100	98	542	544	519	3	2	7	13	9	22	70	76	62	15	13	8
Male	116	214	40075	100	100	97	534	535	505	4	3	12	10	14	28	75	71	54	10	13	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	23	32	31314	96	97	98	495	506	493	22	16	16	26	22	34	52	59	48	NA	3	2
Asian/Pacific Islander	NC	11	1949	NC	100	99	NC	560	536	NC	NA	4	NC	9	15	NC	73	66	NC	18	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	223	411	36730	100	100	98	543	543	532	2	1	4	10	10	16	74	75	68	14	14	12
Students with Disabilities	25	47	8552	100	100	87	487	492	463	20	15	35	44	45	40	32	36	23	4	4	1
Students without Disabilities	232	417	70493	100	100	100	544	545	517	2	1	7	8	7	24	76	77	62	14	14	8
Limited English Proficient Students	NC	NC	9355	NC	NC	95	NC	NC	456	NC	NC	37	NC	NC	48	NC	NC	15	NC	NC	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	NC	10	34922	NC	91	96	NC	NA	493	NC	NA	15	NC	NA	34	NC	NA	48	NC	NA	3
Non-Economically Disadvantaged	251	454	44123	100	100	99	540	541	527	2	2	6	11	11	18	73	74	66	13	13	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	258	464	79657	100	100	99	595	591	566	2	1	3	3	3	8	92	93	87	3	3	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	142	250	39120	100	100	99	603	603	580	1	1	2	2	2	4	91	92	92	6	6	2
Male	116	214	40423	100	100	98	585	577	553	2	1	5	3	4	12	94	94	83	1	0	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	24	33	31642	100	100	99	545	557	552	13	9	5	8	6	11	79	85	84	NA	NA	0
Asian/Pacific Islander	NC	11	1948	NC	100	99	NC	605	589	NC	NA	1	NC	NA	3	NC	100	91	NC	NA	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	223	410	36929	100	100	99	600	594	579	0	1	2	2	3	5	93	93	91	4	4	2
Students with Disabilities	25	48	9069	100	100	92	544	540	508	4	6	11	16	19	30	76	73	58	4	2	1
Students without Disabilities	233	416	70588	100	100	100	600	597	573	1	1	2	1	1	5	94	95	91	3	3	1
Limited English Proficient Students	NC	NC	9521	NC	NC	96	NC	NC	507	NC	NC	13	NC	NC	24	NC	NC	63	NC	NC	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	NC	11	35341	NC	100	97	NC	511	551	NC	18	5	NC	9	12	NC	73	83	NC	NA	0
Non-Economically Disadvantaged	251	453	44316	100	100	100	598	593	578	1	1	2	2	3	5	93	93	90	4	3	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	245	445	78400	100	99	97	591	588	554	7	7	21	7	9	19	60	59	47	26	24	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	113	216	38686	100	99	98	586	585	554	5	5	20	11	12	20	65	63	49	19	20	12
Male	132	229	39636	99	98	96	595	590	554	8	10	23	5	7	18	56	55	46	32	29	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	16	32	30732	100	100	97	565	560	534	13	16	31	13	19	24	69	53	40	6	13	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	--	NC	4536	--	NC	95	--	NC	528	--	NC	35	--	NC	25	--	NC	37	--	NC	4
White	222	398	37038	100	99	97	593	590	575	6	7	11	7	8	14	60	60	56	27	25	19
Students with Disabilities	15	30	7840	100	86	81	531	533	498	40	40	60	NA	7	18	60	53	20	NA	NA	2
Students without Disabilities	230	415	70560	100	100	99	595	591	560	4	5	17	8	9	19	60	59	50	27	26	14
Limited English Proficient Students	NC	NC	8956	NC	NC	95	NC	NC	502	NC	NC	56	NC	NC	25	NC	NC	18	NC	NC	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	NC	NC	33014	NC	NC	95	NC	NC	534	NC	NC	31	NC	NC	24	NC	NC	40	NC	NC	5
Non-Economically Disadvantaged	242	438	45386	100	99	99	591	588	569	7	8	15	7	9	15	60	59	52	26	25	18

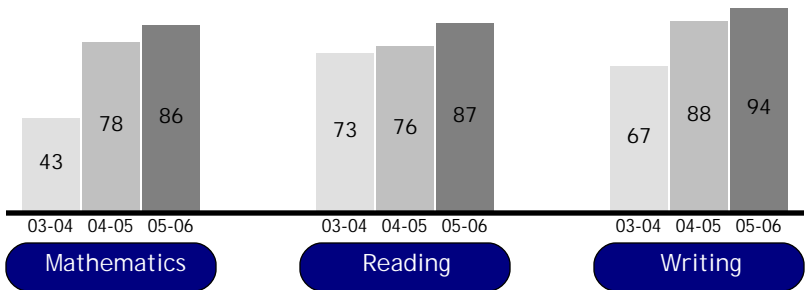
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	245	448	79179	100	99	98	552	549	519	1	2	11	12	13	27	77	77	58	10	9	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	113	218	38974	100	100	99	555	553	524	1	0	8	8	10	25	83	81	61	8	9	5
Male	132	230	40124	99	99	97	549	545	513	2	3	13	16	15	28	71	73	54	11	9	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	16	30	30987	100	94	98	529	530	498	NA	7	17	44	33	36	50	53	45	6	7	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	--	NC	4573	--	NC	96	--	NC	494	--	NC	16	--	NC	41	--	NC	42	--	NC	1
White	222	403	37467	100	100	98	554	550	539	1	1	5	10	11	17	78	79	70	10	9	8
Students with Disabilities	15	33	8567	100	94	88	491	504	467	20	12	39	33	27	38	47	61	22	NA	NA	1
Students without Disabilities	230	415	70612	100	100	99	556	552	524	NA	1	7	11	11	25	79	79	62	10	9	5
Limited English Proficient Students	NC	NC	9013	NC	NC	95	NC	NC	461	NC	NC	40	NC	NC	48	NC	NC	12	NC	NC	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	NC	NC	33345	NC	NC	96	NC	NC	499	NC	NC	17	NC	NC	36	NC	NC	46	NC	NC	1
Non-Economically Disadvantaged	242	441	45834	100	99	99	552	549	533	1	2	7	12	12	19	77	77	67	10	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	245	450	79734	100	100	99	587	579	554	NA	0	3	6	8	19	92	90	78	2	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	112	217	39243	99	100	99	595	591	568	NA	NA	2	2	3	12	96	95	85	3	2	1
Male	133	233	40413	100	100	98	579	569	541	NA	0	4	9	13	26	89	85	70	2	1	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	16	32	31254	100	100	99	571	561	539	NA	NA	5	6	22	25	94	78	70	NA	NA	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	--	NC	4613	--	NC	97	--	NC	535	--	NC	4	--	NC	29	--	NC	67	--	NC	0
White	222	403	37668	100	100	99	588	581	569	NA	0	1	6	7	13	92	91	85	2	1	1
Students with Disabilities	14	34	8943	93	97	92	533	521	495	NA	3	11	36	47	51	64	50	38	NA	NA	1
Students without Disabilities	231	416	70791	100	100	100	590	584	561	NA	NA	2	4	5	15	94	93	83	2	1	0
Limited English Proficient Students	NC	NC	9138	NC	NC	97	NC	NC	492	NC	NC	13	NC	NC	46	NC	NC	40	NC	NC	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	NC	NC	33718	NC	NC	97	NC	NC	538	NC	NC	5	NC	NC	26	NC	NC	69	NC	NC	0
Non-Economically Disadvantaged	242	443	46016	100	100	100	587	580	567	NA	0	2	6	9	14	92	90	84	2	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	100	76	NA	56	100	68	68	51	100	73	73	56
	Language	100	67	63	48	100	64	63	47	99	68	70	50
	Mathematics	100	79	80	66	100	68	67	52	100	73	73	58
7	Reading	99	71	NA	54	98	69	68	50	100	72	73	54
	Language	99	76	74	58	98	71	70	52	100	78	76	58
	Mathematics	99	74	72	62	98	70	67	50	100	72	72	54
8	Reading	100	74	NA	55	99	61	61	51	100	76	75	58
	Language	100	73	71	52	99	61	61	50	100	72	70	56
	Mathematics	100	74	76	61	99	65	63	53	100	78	73	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Desert Arroyo Middle School

## School Site Council

### Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü Academic Program Issues
- Ü Parent/Community Involvement
- Ü Technology: Training/Integration
- Ü School Climate/Safety
- Ü Extracurricular Activities
- Ü School/Business Partnerships

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	36.50
Other Professional Staff	3.50	Teacher Aide	3.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	2	0	0
4 to 6 years	3	2	0	0
7 to 9 years	4	4	0	0
10 or more years	2	14	0	4

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	126
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly Qualified Teachers	2%

## Resources Available at School Site

### Special Facilities

- Ü 20-acre Desert Education Preserve
- Ü Classroom Computers & 3 Computer Labs
- Ü Closed-circuit TV/Computer Network
- Ü Library Media Center

### Extracurricular Activities

- Ü National Junior Honor Society
- Ü Jazz Band/Rock Group/Musical Theater
- Ü Student Leadership
- Ü 3-Season Sports Program
- Ü Art Club
- Ü Kiwanis-sponsored Builders' Club
- Ü Yearbook
- Ü Drama Club

### Social Services

- Ü Summer School Program
- Ü Health Screenings
- Ü Comprehensive Competency-based Guidance
- Ü Love & Logic Parenting Classes
- Ü Law-related Education
- Ü Hispanic Liaison Services
- Ü Mini-Town
- Ü Homework Assistance Program

## Indicators of Success Based on Historical Data from 2005-06

## School Achievements/Accomplishments 2005-06

- ü Outstanding 2005 math DPA scores reflect the successful implementation of the third year of the Connected Math Project, a reform math program focused on conceptual understanding and supported by sustained professional development and collaboration.
- ü Outstanding 2005 DPA performance in reading and writing reflects successful implementation of targeted middle school comprehension strategies, the inception of a Title I Reading program, and extended use of a writers' workshop model of instruction.
- ü Extended e-learning facility through integration of interactive technology into core instruction and AIMS intervention program. Used grant funding for special technology initiatives: a Claymation literacy project and the use of SmartBoard technology.
- ü Increased parent and community involvement in essential classroom learning activities, in school improvement initiatives, and in co-curricular programs focusing on student goalsetting, problem solving, prevention, character education, and leadership.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Promotion Rate <sup>5</sup>	94	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Desert Arroyo uses a respect-centered model for communication and discipline (Love & Logic). Initiatives such as MiniTown, Peer Mediation, service learning, an anti-bullying program (Second Step), and a Comprehensive Competency-Based Guidance program focus on the importance of character education, conflict resolution, and excellent leadership. A comprehensive crisis management plan ensures a safe learning environment. A School Resource Officer engages students in regular law-related education.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

7

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Ann Orlando	(480) 575-2305
Transportation Policy	Dr. Kent Frison	(480) 575-2020
Community Resources	Evelyn Holbrook	(480) 575-2070
School Nutrition Programs	Jeff Stempak	(480) 575-2437
Parent Organization	Melissa Gross	(480) 488-6871
Student Health/Nurse	Amy Hertig	(480) 575-2302

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* Due to booklet size printing, print copies are produced in multiples of 4.